

Lesson Plan

Course Title

Career and Family Leadership

Lesson Title

We are Family!

Practical Problem

What should be done about the importance of family in today's society?

References Used for this Lesson

Montgomery, Bette: *Career and Family Leadership*, University of Missouri-Columbia, 2002.
Instructional Materials Laboratory, University of Missouri-Columbia

Family, Career and Community Leaders of America, Inc., *Get Connected: Families First CD ROM*. Reston, VA: 1999.

Background Information for this Lesson

Career and Family Leadership, Content Module 3.

External Alignment

Program Goal Addressed

(Use this area to identify how your program goal links to this lesson.)

Missouri Family and Consumer Sciences Competencies Addressed

D.4 Examine the significance of the family (Analysis)

Missouri Show-Me Goals/Standards Addressed

1.6 Discover and evaluate patterns and relationships in information, ideas, and structure

1.9 Identify, analyze, and compare the institutions, traditions, and art forms of past and present societies

National Family and Consumer Sciences Standards Addressed

6.1.1 Examine family as the basic unit of society

6.1.5 Examine the role of family in developing independence, interdependence, and commitment of family members

6.1.6 Determine the impact of change in transitions over the life course

Internal Alignment

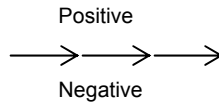
Course/Performance/Enabling Objectives(s) for Competency

1. Examine the family meeting the needs of its members. (Analysis)
2. Explain the impact of family needs not being met – impact on the individual, family, and society. (Comprehension)
3. Examine the future of the family if work through the family systems is not accomplished. (Analysis)

Instructional Strategies

1. Examine family meeting the needs of its members. (Analysis)

In cooperative learning groups ask students to create a fishbone diagram illustrating five positive effects when family needs are met, and five negative effects that occur when family needs are not met. When working in groups, remember to include all members in deciding what to include in the fishbone diagram and work to accomplish the goal of five for each group.



Draw a fishbone diagram on the board. Ask each group to fill in one positive and one negative slot, reporting something different than another group reports. As a class, make any revisions, additions, and deletions. Complete “How Effective Were We?” p.110, (*Alternative Assessments*). (Critical Thinking, Leadership)

Complete a “Quick Write” to the following questions: What do family members do to meet the needs of its members? Why are some family members needs not met?

Questions for Discussion/Formative Assessment

1. *What are the parts or features of a family that is meeting the needs of its members?*
2. *What are the parts or features of a family that is not meeting the needs of its members?*
3. *What inference can you make from this information?*
4. *What is the relationship between a family with needs being met and a family that does not have its needs being met?*
5. *What did you do to ensure that all members of your group were included in deciding what to include in the diagram?*
6. *What need are and are not being met in your family?*
7. *What can you do to help see that the needs of your family are met?*
8. *How did the “Quick Write” help you to express your thoughts?*

2. Explain the impact of family needs not being met – impact on the individual, family, and society. (Comprehension)

The teacher gives each cooperative learning group an age group. (Infant, toddler, grade school, teen, adult, geriatric) Each group identifies: 1) Family needs common to this age and 2) concerns that may prevent this age of a person from receiving this family need.

	Family Needs	Family Concerns
Example: Infant	Emotional support Food	Adult time to provide the support Knowledge about nutrition, money

Post a Timeline Graphic Organizer on a long sheet of butcher paper or on the board. Ask each group to present their findings to the entire class. As they present, remind students to speak clearly to and maintain eye contact with the group. Write their findings on the posted timeline. Give each student a handout copy of the Timeline Graphic Organizer to complete during the presentations. (Critical Thinking, Communication)

Trends						
Concerns	Infant	Toddler	Grade School	Teen	Adult	Geriatric

Questions for Discussion/Formative Assessment

- 1. What family needs are concerns at all ages?*
 - 2. What happens when the need is not met for the individual, family, and society?*
 - 3. How do families work together to meet all of the members' needs?*
 - 4. What is being done to meet the needs for each age group? (programs nationally, locally, with in families) (food stamps, health care, preschool groups, etc.)*
 - 5. Whose responsibility is it to see that needs are met for all families and all ages?*
3. Examine the future of the family if work through the family systems is not accomplished. (Analysis)
Review with the students the three "Family Systems of Action", p. 123, (*Career and Family Leadership*).

In cooperative learning groups, ask students to use the Internet and to interview one community person with connections to the family to find information about what may happen in the future if work through the family systems is not accomplished.

The groups should be prepared to combine all of their information into a Web page entitled "We Are Family". Students-Before presenting your information for the Web page review about what you learned on the Internet and from your interview, see that your information communicates the future of the family if work through the family systems is not accomplished. (Technology, Communication, Leadership)

Questions for Discussion/Formative Assessment

- 1. How did you use leadership skills in your group, and during the interview?*
- 2. How did using the Internet allow you to get more information and a broader range of information than interviewing just people in your community?*
- 3. Why is it important to get information from people in your community as well as looking worldwide?*
- 4. What can you do to help accomplish the work of the family?*
- 5. What conclusions can you draw about the future of the family? What justifies your conclusions?*

Assessments

Paper/Pencil:

- Examine families meeting the needs of its members through a fishbone diagram and a quick write. (Analysis)
- Explain on paper, the effect of family needs not being met on individuals, families, and society. (Comprehension)

Classroom Experience:

- Utilize teamwork in groups (See Instructional Strategy #2) and identify its effectiveness by completing, "How Effective Were We?", p.110, (*Alternative Assessments*). (Application)

Application to Real Life:

- Organize a website to display information about the importance of the family meeting the needs of family members. Interview community members about the future of the family and include this information in the website. (Application)